

## David Hoopes Lead Facilitator Performance Stipend Goals – Fall 2012

**Evidence Due: January 7, 2013 for review by Paul who will make recommendation for granting up to \$5000 performance stipend to be voted on at CLCS Board meeting on January 17<sup>th</sup> meeting.**

### 1) Leading a school wide Instructional Goal

I will work with staff members to establish a school-wide Instructional Goal. The goal will guide our direction and work for the majority of our professional development time. This goal will be established before the third week.

- i. EVIDENCE: Copy of our instructional goal
- ii. RATIONAL: By leading facilitators to select an instructional goal, we turn the conversation away from broader school systems and towards teaching practices that affect learner learning. Schools that operate without instructional goals tend to function with low expectations and professional development is disjointed. I believe our goal will both ignite academic collegiality and open the door to high expectations for instruction at ACLC. Facilitators at ACLC need a collective mission and purpose.

### 2) Establishing a growth mindset at ACLC

I will develop and implement a peer observation and debrief process/cycle by October 1<sup>st</sup>. These cycles will be repeated to cement the practice of giving and receiving feedback

- iii. EVIDENCE: Copies of our observation protocols, agendas and facilitator feedback.
- iv. RATIONAL: By using research from Carol Dweck in growth mindset, we will provide opportunities for facilitators to visit each others classrooms to glean best practices. More important, we will create protocols and provide several opportunities for facilitators to receive peer feedback.

### 3) Leading Facilitator goal setting process

I will coach all facilitators to adopt three growth goals. These goals will be selected and managed by the facilitator and myself. At least one of their goals will be aligned with our instructional goal. All goals will be established within the first semester.

- i. EVIDENCE: Copy of each facilitator's instructional goals.
- ii. RATIONAL: There is no such thing as a perfect facilitator. Facilitators need to focus their teaching in a directed manner. The craft of teaching can become static. Creating goals and being held accountable to those goals interrupts that trend. Having facilitators select goals aligned to our school-wide instructional goal creates urgency for our collective work. As facilitators build on their individual practice, they will share growth with colleagues. Learner learning will increase as facilitators are all encouraged to establish growth goals that are measurable. These goals will be aligned to CST standards.

### 4) Articulating skills at ACLC

Facilitators will develop and implement common subject area department practices. We will use collaboration time to develop the vertical articulation of skills at ACLC.

- i. EVIDENCE: PD agendas and examples of common practices
- ii. RATIONAL: Checks for learning, dialogue strategies, and group work systems are examples of different practices that vary from facilitator to facilitator. As learners ascend through our school, we can populate best practice and eliminate distractions. Currently, facilitators are not adopting common strategies at ACLC. By being intentional about implementing common practices, we will create a school culture where learners and facilitators are engaged in learning

rather than implementing structures or instructional strategies for different facilitators.

5) **Leading Deeper Learning through Project Based Learning**

- a. I will create a school-wide project scope and sequence by September 1st. This document will drive interdisciplinary PBL work for the year. I will develop or improve the overall depth and complexity of projects at ACLC.
  - i. EVIDENCE: Copy of the scope and sequence as evidenced by Project Based Learning chart will be published by November 1.
  - ii. RATIONAL: The scope and sequence will hold facilitators to building and implementing quality projects. More importantly, the chart will open the door for colleagues to also engage concepts and skills that overlap in their classrooms. Learning and purpose will increase as genuine meaning emerges. Each facilitator will implement at least one rigorous standard driven project for each semester.
- b. I will implement a series of workshops around best practices of Project Based Learning using specific instructional strategies.
  - i. EVIDENCE: Professional development agendas.
  - ii. RATIONAL: ACLC has a long history of Project Based Learning. The depth and breadth of project work is a critical area of need for facilitators. Currently the school prides itself on projects that are truly wonderful. Unfortunately, these projects are few and far between. By teaching facilitators specific design and implementation strategies, we will increase the quantity and rigor of projects at ACLC.

6) **Leading and Planning meaningful Professional Development**

- a. I will balance the demands of the model and the necessity of professional growth by apportioning 40% of our professional development time to PBL and effective instruction. Professional development will be valuable and engaging to facilitators.
  - i. EVIDENCE: individualized school report for Stanford Principal Fellows Survey and facilitator survey produced by Paul.
  - ii. RATIONAL: Collaborate with facilitators to build professional development. Facilitators will improve their capacity to provide instructional feedback to their team members. This goal is a yearlong goal. Progress will be tracked at each in PD reflection surveys. Mid-year surveys should reflect growth from last year. I will front load the mid year evaluations with a 1v1 listening tour. I will work to listen and take feedback back to facilitators to inform my practice and the direction of professional development.

7) **Time Management**

- a. I will manage my time more effectively in order to increase the frequency and impact of classroom observations by learning how to do 10-minute observations with feedback and conducting five per week, on average.
  - i. EVIDENCE: Log demonstrates at least 5 observations with feedback weekly.

RATIONAL: I have developed a schedule and method for logging classroom observations with feedback each week. I will study with colleague principals and my assistant lead facilitator how to conduct 10-minute observations and write brief, useful feedback. In January and again in June, I will solicit anonymous feedback from facilitators about their perceptions of the usefulness of the unannounced visits and feedback.